

Batesburg-Leesville Middle

425 Shealy Road
Batesburg-Leesville, South Carolina 29070

Grades	6-8 Middle School	
Enrollment	524 Students	
Principal	Mr. Bert Smith	803-532-3831
Superintendent	Dr. William Gummerson	803-532-4423
Board Chair	Mr. Benjie Rikard	803-532-3551

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	13	27	2

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Good	No
2005	Below Average	Unsatisfactory	No
2006	Below Average	Below Average	No

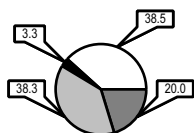
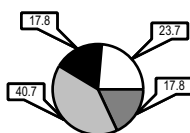
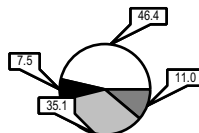
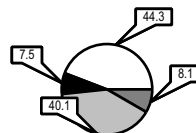
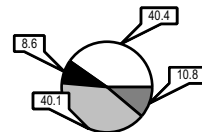
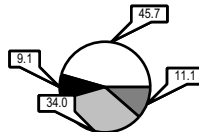
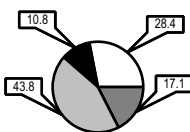
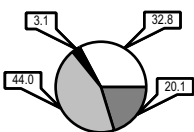
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	97.6
English 1	98.0	95.4
Biology 1/Applied Biology 2	N/A	44.5
Physical Science	N/A	62.6
All Subjects	99.0	95.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	507	99.0	38.1	38.7	19.9	3.3	32.8	Yes	Yes
Gender									
Male	266	99.2	45.6	38.1	14.3	2.0	24.2	N/A	N/A
Female	241	98.8	29.6	39.4	26.1	4.9	42.5	N/A	N/A
Racial/Ethnic Group									
White	266	98.9	27.1	39.4	28.3	5.2	44.2	Yes	Yes
African American	236	99.2	51.1	36.8	10.8	1.3	20.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	412	100.0	28.3	43.9	23.7	4.1	39.0	N/A	N/A
Disabled	95	94.7	82.6	15.1	2.3	0.0	4.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	507	99.0	38.1	38.7	19.9	3.3	32.8	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	504	99.0	38.2	38.4	20.0	3.4	33.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	314	99.4	50.5	37.3	11.6	0.7	20.1	No	Yes
Full-pay meals	193	98.4	16.6	41.1	34.3	8.0	54.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	507	99.0	22.8	40.8	18.2	18.2	47.7	Yes	Yes
Gender									
Male	266	99.2	26.6	39.7	13.5	20.2	45.6	N/A	N/A
Female	241	98.8	18.6	42.0	23.5	15.9	50.0	N/A	N/A
Racial/Ethnic Group									
White	266	98.9	15.1	35.1	21.9	27.9	62.2	Yes	Yes
African American	236	99.2	31.8	46.2	14.3	7.6	32.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	412	100.0	13.0	44.4	21.2	21.4	55.6	N/A	N/A
Disabled	95	94.7	67.4	24.4	4.7	3.5	11.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	507	99.0	22.8	40.8	18.2	18.2	47.7	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	504	99.0	22.9	40.5	18.3	18.3	47.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	314	99.4	30.4	48.2	13.5	7.9	33.0	Yes	Yes
Full-pay meals	193	98.4	9.7	28.0	26.3	36.0	73.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	507	99.0	46.4	35.2	11.0	7.5	18.4
Gender							
Male	266	99.2	46.9	30.7	11.0	11.4	22.4
Female	241	98.8	45.9	40.2	10.9	3.1	14.0
Racial/Ethnic Group							
White	266	98.9	31.5	38.6	16.9	13.0	29.9
African American	236	99.2	63.1	31.6	4.0	1.3	5.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	412	100.0	37.2	40.6	13.3	8.9	22.2
Disabled	95	94.7	85.7	12.1	1.1	1.1	2.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	507	99.0	46.4	35.2	11.0	7.5	18.4
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	504	99.0	46.4	35.3	10.8	7.5	18.3
Socio-Economic Status							
Subsidized meals	314	99.4	61.0	31.1	4.6	3.3	7.9
Full-pay meals	193	98.4	21.3	42.1	21.9	14.6	36.5

Social Studies							
All Students	507	99.0	44.5	40.0	8.1	7.5	15.5
Gender							
Male	266	99.2	44.9	38.6	6.7	9.8	16.5
Female	241	98.8	44.1	41.5	9.6	4.8	14.4
Racial/Ethnic Group							
White	266	98.9	32.7	44.9	9.8	12.6	22.4
African American	236	99.2	58.2	33.8	6.2	1.8	8.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	412	100.0	35.5	45.9	9.4	9.2	18.6
Disabled	95	94.7	83.5	14.3	2.2	0.0	2.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	507	99.0	44.5	40.0	8.1	7.5	15.5
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	504	99.0	44.7	39.7	8.1	7.5	15.6
Socio-Economic Status							
Subsidized meals	314	99.4	55.7	35.4	6.2	2.6	8.9
Full-pay meals	193	98.4	25.3	47.8	11.2	15.7	27.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	57.8	29.2	11.4	1.6	13.0
	7	174	100.0	32.4	48.8	18.8	0.0	18.8
	8	194	100.0	40.9	39.8	14.0	5.4	19.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	150	100.0	42.8	31.0	20.7	5.5	26.2
	7	177	98.9	44.3	34.1	20.4	1.2	21.6
	8	180	98.3	27.7	50.0	18.7	3.6	22.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	28.6	38.4	23.8	9.2	33.0
	7	174	100.0	24.7	37.6	18.2	19.4	37.6
	8	194	100.0	47.3	34.9	10.8	7.0	17.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	150	100.0	21.4	36.6	17.9	24.1	42.1
	7	177	98.9	26.3	44.9	15.0	13.8	28.7
	8	180	98.3	20.5	40.4	21.7	17.5	39.2
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	53.0	29.2	11.4	6.5	17.8
	7	174	100.0	38.8	37.1	10.6	13.5	24.1
	8	194	100.0	56.5	28.0	7.5	8.1	15.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	150	100.0	56.6	26.2	13.8	3.4	17.2
	7	177	98.9	46.7	28.4	13.0	11.8	24.9
	8	180	98.3	37.3	49.7	6.5	6.5	13.0
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	53.0	30.8	7.6	8.6	16.2
	7	174	100.0	40.0	44.1	9.4	6.5	15.9
	8	194	100.0	45.2	41.9	8.6	4.3	12.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	150	100.0	49.7	33.1	7.6	9.7	17.2
	7	177	98.9	56.2	29.6	6.5	7.7	14.2
	8	180	98.3	28.4	56.2	10.1	5.3	15.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 524)				
Students enrolled in high school credit courses (grades 7 & 8)	13.5%	Up from 12.1%	15.0%	16.7%
Retention rate	1.5%	Down from 5.2%	2.3%	2.5%
Attendance rate	95.6%	Down from 96.0%	96.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%	Down from 10.0%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%	Down from 8.4%	0.2%	1.0%
Eligible for gifted and talented	24.4%	Up from 21.6%	16.0%	15.6%
On academic plans	54.5%	N/AV	45.6%	39.9%
On academic probation	0.0%	N/AV	0.6%	0.7%
With disabilities other than speech	17.0%	Down from 21.3%	13.4%	12.4%
Older than usual for grade	4.8%	Down from 5.9%	4.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.2%	Up from 0.7%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	55.6%	Up from 54.1%	48.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.7%	N/A	7.1%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	5.2%	5.6%
Teachers returning from previous year	91.5%	Down from 95.6%	83.4%	84.6%
Teacher attendance rate	92.6%	Down from 93.1%	95.0%	94.8%
Average teacher salary	\$44,767	Up 2.2%	\$41,281	\$42,267
Prof. development days/teacher	7.5 days	Down from 8.4 days	12.6 days	11.9 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	3.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 21.8 to 1	20.4 to 1	21.1 to 1
Prime instructional time	87.2%	No change	89.1%	89.0%
Dollars spent per pupil*	\$6,818	Up 6.3%	\$6,053	\$6,243
Percent of expenditures for teacher salaries*	62.6%	Down from 63.5%	61.0%	59.8%
Percent of expenditures for instruction*	66.2%		66.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 80.2%	97.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Batesburg-Leesville Middle School had a good year in 2005-2006. Our students and staff continue with the Panther tradition: to strive for excellence, both in and out of the classroom.

In June of 2005, a group of students, community members, parents, teachers, and administrators worked diligently to update our strategic plan. It is this plan that is the driving force behind our success. Also continued this year was an early release day each week. On Wednesday of each week, students were released at 1:36. This allowed for our faculty to have continual staff development with district as well as with personnel from other schools. Our schedule for science and social studies was revamped, with classes to meeting on an alternating day schedule. This allowed for science teachers to have more time for laboratory opportunities.

The school newspaper, The Panther Press, received The Award of Excellence for the third year in a row for being one of the best middle school newspapers in the state.

Mrs. Gina Smith, sixth and seventh grade teacher, was named as the Batesburg-Leesville Middle School, Teacher of the Year. Mr. John Stover, Industrial Technology Education teacher, and Mrs. Darlena Mixson, sixth grade science teacher, were named to attend the 2006 Science P.L.U.S. Institute at Roper Mountain Science Center.

The Southern Association of Colleges and Schools sent a team for an accreditation visit in February. Batesburg-Leesville Middle School had no standards violations, and received an exemplary rating in Demonstration of Continuous Improvement and Providing Quality Assurance. In their closing summary, the team wrote, "The Quality Assurance Review Team found Batesburg-Leesville Middle School to be an effective school led by a skilled and talented professional staff, dedicated and knowledgeable board of education, involved parents, and a supportive community that collectively encourage and support student success. It is evident throughout the school that instructional improvement that results in improving student achievement is the highest priority."

Students also participated in a number of other projects, winning \$2700 in a robotics competition held at South Carolina State University, and being named a Top School by the March of Dimes for the midlands. A Batesburg-Leesville middle school student also won \$900 for placing first in the state in an anti-smoking poster contest.

Batesburg-Leesville Middle School students were very active in extracurricular activities. BLMS students participated in 30 different extracurricular activities. This included over 300 students.

Batesburg-Leesville Middle School still has a high percentage of students scoring in the Below Basic category on the PACT, and the number of students on academic plans remained about 47 percent. Plans for 2006-2007 include continuing remediation for students through PLATO learning and continuing with early release on Wednesdays for staff professional development. The schedule has again been revised to allow for all academic areas to meet classes for equal times. In addition, Gifted and Talented services will be delivered through academic areas. Technology will be integrated into all academic disciplines, with the purchase and training of Interwrite tablets, LCD projectors, and projection systems for all academic classrooms. Finally, all teachers will undergo training utilizing The Total Teacher methodology of delivering instruction. With these programs in place, Batesburg-Leesville Middle School should see a significant increase in test scores, along with a decrease in the number of students on Academic Plans.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	146	89
Percent satisfied with learning environment	97.0%	91.1%	91.0%
Percent satisfied with social and physical environment	100.0%	93.8%	91.0%
Percent satisfied with school-home relations	85.3%	93.2%	87.6%

*Only students at the highest middle school grade level at this school and their parents were included.